

PCSB ITV Elementary Lesson Plan: *Let's Talk With Story Characters*

I. Basic Information:

Name: Michael Robertson Angela Price

Position: Teachers

School: North Lakeland Elementary School of Choice

Grade Level focus: 4-5

Lesson title: Let's Talk with Story Characters

Subjects:

(List areas that the lesson addresses)

Sunshine State Standard Addressed:

(Benchmark, strand, brief explanation)

Language Arts	LA.A.1.2.4 clarifies understanding by rereading, self correction, summarizing, checking other sources, and class or group discussion.
	LA.B.1.2.1 prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
	LA.B.2.2.1 writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
	LA.B.2.2.3 writes for a variety of occasions, audiences, and purposes.
	LA.C.1.2.1 listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
	LA.C.1.2.2 identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations
	LA.C.1.2.3 carries on an extended conversation with a group of friends.
	LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker
	LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing what is said.

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

1. II. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

<p>D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.</p> <p>E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.</p>
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.</p> <p>Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:</p> <p>A. ensure equity of access to technology resources that enable and empower all learners and educators.</p> <p>B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.</p> <p>C. promote and enforce privacy, security, and online safety related to the use of technology.</p> <p>D. promote and enforce environmentally safe and healthy practices in the use of technology.</p> <p>E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.</p>

Teacher:

IA- demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
IIB- identify and locate technology resources and evaluate them for accuracy and suitability
IIIC-plan for the management of technology resources within the context of learning activities
IIIB-apply technology to develop students' higher order skills and creativity.

Student:

1. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
2. Students use technology tools to enhance learning, increase productivity, and promote creativity.
3. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
4. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

III. Overall description of the project:

The students will videotape and interview with a story character to develop their interviewing skills for TV production.
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IV. Materials and Resources required for lesson plan implementation:

Video camera, tripod, microphone, various storybooks
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V. Any special accommodations: i.e. ESE/ESOL

Pair students, help with ESOL teacher

VI. Assessment/ evaluation of the lesson: see attached Rubric

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Anticipatory Set: Allow students to imagine they are interviewing the characters about what happened to them in the stories.

Background Knowledge: Students have read a story and chosen a storybook character to interview. Students have experience with the correct use of a microphone and video camera.

Procedure:

1. Students will choose character from story.
2. Students will brainstorm a list of questions for the characters.
3. Students will work in pairs, one being the character and the other being the reporter.
4. Allow students to role play their interview before videotaping.
5. Videotape the interviews.

VIII. Unit Outcomes or Product Produced:

Class will view videotaped interviews and discuss proper interviewing techniques.

VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

This lesson uses technology, not only to teach proper interviewing techniques, but gives students an innovative means of higher-level thinking and reading comprehension.

Name: _____

Date: _____

Project Title: _____

Teacher(s): _____

Let's Talk With Story Characters



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other: _____	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments: